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Patterned and predictable materials in a beginning reading program

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Patterned and predictable materials in a beginning reading program

Abstract

Language is the means by which children come to understand the sense that others have made of the world as they seek to make sense of it themselves. Children need to interact with others through language in order to survive and to be fully functional in society. This involvement in the functions of language accounts for the natural acquisition of oral language. Young children are not sent to language school to be taught the rules of oral language, but rather, they interact freely with parents, siblings, and others. Through this interaction, young children begin to learn to use language for appropriate purposes and to decipher the rules of the system. These early attempts at language learning are successful because the family gives much encouragement to young children in their first utterances (Goodman, 1977).

Patterned and Predictable Materials
in a Beginning Reading Program

A Graduate Project
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VALUE OF PATTERNED AND PREDICTABLE MATERIALS IN

A BEGINNING READING PROGRAM

Language is the means by which children come to understand the sense that others have made of the world as they seek to make sense of it themselves. Children need to interact with others through language in order to survive and to be fully functional in society. This involvement in the functions of language accounts for the natural acquisition of oral language. Young children are not sent to language school to be taught the rules of oral language, but rather, they interact freely with parents, siblings, and others. Through this interaction, young children begin to learn to use language for appropriate purposes and to decipher the rules of the system. These early attempts at language learning are successful because the family gives much encouragement to young children in their first utterances (Goodman, 1977).

The acquisition of literacy is an extension of the natural learning for all children (Goodman, 1977). To see if there exists a parallel between learning to speak and learning to read, Anne Forester (1977) reviewed a number of studies of children who learned to read before coming to school. She concludes that there are some common features that characterized the natural reader: Natural reading is learned not as a set of rules but through modeling of a competent reader. In the environment of the

natural reader, familiar stories were read repeatedly. The language in these stories was rich and varied without vocabulary control. Familiarity with the story assisted the child in reading the text. Natural readers learned to decipher the reading skills as they read. In support of these findings, Holdaway (1982) relates that just as speech develops in an environment that is immensely richer than the immediate needs of the learner, so book language develops in an environment of rich book exposure beyond the needs of the learner.

The old adage that education takes the learner where they are and helps them grow in different avenues is essential in the acquisition of literacy. Therefore, the teacher must be an insightful kid-watcher to discover where the kids are in language learning and build upon that strength and help them find function in printed language (Goodman, 1977). As in learning to speak, learning to read is an integral part of daily life learned through use and in meaningful situations such as reading labels, following directions and hearing a story (Forester, 1977).

According to Goodman (1986), schools have tended to break language into bits and pieces, on the premise that it seemed logical for children to learn simple little units easily. Unfortunately, sense became nonsense; the real natural purpose of language, the communication of meaning, was lost. Pieces of

language, a set of abstractions, were unrelated to the needs and the experience of the children.

Bill Martin (1971) says, "language is best learned in the shape and swing of a sentence. Literary structure gives the word a linguistic meaning and an integrity that it can never achieve in isolation" (p. 25). Goodman (1986b) also promotes the idea that language learning will be easy if one keeps the language whole and involves children in using it functionally and purposefully to meet their own needs. Goodman's list of the important characteristics of whole language verifies why whole language learning is easy.

It's easy when:

It's real and natural;

It's whole;

It's sensible;

It's interesting;

It's relevant;

It belongs to the learner;

It's part of a real event;

It has social utility;

It has purpose for the learner;

The learner chooses to use it;

It's accessible to the learner;

The learner has power to use it (p. 8).

What beginning readers read makes a difference in their view of reading. The emerging reader needs many experiences with real books instead of a restrictive basal program (Meek, 1982). Huck (1987) describes many pre-primers and primers from the basal program as having stilted, unnatural language and pointless plots that diminish the child's spontaneous attempts to read. The stories in the pre-primer and primer are usually well below the oral language development of most six year olds. Meek (1982) simply refers to these stories as stories written "by no one for everyone" (p. 100).

From his review of basal programs, Goodman (1986a) finds that theory and research in reading are going in one direction and the basals in another. Basals tend to emphasize the parts of language--letters, letter-sound relationships, words, and sentence fragments instead of a whole language. Artificial texts result when the basal story must incorporate controlled vocabulary or a specific phonics skill. The basal program is based on an arbitrary sequence of skills requiring a majority of the reading time be spent completing workbook pages, leaving little time for real reading. In the basal program, reading is isolated from the functional and purposeful needs of the child. Risk-taking is discouraged by the basal program that requires right answers for trivial questions. The high cost of the basal program does not leave much money for purchasing real books for the classroom

library or school library. One of the most discouraging aspects of the primary basal program is that the basal stories are often unpredictable in plot and language, making the stories more difficult for the young reader. Goodman (1986a) believes the most important feature about a book for the beginning reader is its predictability.

What some educators call "use of prior knowledge," or "hypothesis testing or guessing," Frank Smith (1983) calls "prediction." It is his belief that children learn to read by reading, and reading is impossible without prediction. It seems logical then that the opportunity to develop the ability to predict is a crucial part of learning to read. The prerequisite to being capable of predicting is the ability to comprehend oral language, which the beginning reader can do effectively. This ability can make learning to read more efficient. Prediction speeds up reading because the brain does not need to analyze possibilities that could not occur. To promote prediction in the classroom, the reading materials must be potentially meaningful to the child. Children must be allowed the freedom to be risk takers while reading, that is, skip the new word and then make a guess. Prediction facilitates confidence while engaged in the reading process and results in successful and meaningful reading experiences through which all of the critical abilities associated with reading are acquired.

Goodman (1976) and Smith (1979) believe that good readers use a three-step prediction cycle to comprehend what they read, and beginning readers use it to gain reading independence. "Sampling" is the first step in which the most useful syntactic, semantic, and graphophonic information is selected to make a prediction. "Predicting" is the second step children use in sampling information to guess the most likely meaning of the text. "Confirming" is the third step children use in confirming or rejecting the hypothesis. This prediction cycle is continually repeated as children read, and it results in reading comprehension.

Books with predictable texts promote young children's use of the prediction cycle (Tompkins and Webeler, 1983). Predictable and pattern stories invite children to make predictions or guesses about words, phrases, sentences or events that could come next in the story. Some of the most identifiable characteristics of predictable books are repetitive language patterns; the use of familiar cultural sequences such as numbers, the days of weeks, and the months of the year; predictable plots; cumulative story structure; stories with familiar concepts; and stories with turn around plots (Jett-Simpson, 1986).

A study comparing the effectiveness of predictable materials with those of the basal pre-primer was conducted by Bridge, Winograd, and Haley (1983). The subjects for the study were first graders from the lowest reading groups. The control group

received instruction following suggestions in the teacher's manual of the basal pre-primer. The experimental group was presented predictable patterned books and language experience stories. The language experience stories were considered highly predictable because the language was that of the children and the content was familiar since it came from the children's own experiences. The results were supportive of the experiences with predictable text in the primary reading program. The students using the predictable materials learned significantly more target words and non-target words than the control group. The control group relied on "sounding out" new words whereas the experimental group were risk takers, skipping the new word, reading to the end, and using context clues. A notable difference was observed in attitudes of the groups: The experimental group using the predictable texts displayed more positive attitudes toward reading; the control group using the basal reader exhibited more negative attitudes. To summarize the results of the study, it can be concluded that predictable text fosters the acquisition of sight vocabulary, encourages use of context clues when encountering new words, and creates a more positive feeling about reading.

Predictable literature has been advocated by many reading experts for beginning reading experiences. Pattern stories have the potential to offer an excellent foundation for developing comprehension abilities. In pattern stories, children have the

opportunity to use context clues and facts in the story to guess or to make inferences. The more experiences children have with pattern stories the more able they are to make inferences, a thinking ability that is used regularly in school and in daily living. Also pattern stories provide an excellent bridge for independent reading. The repeated story structure supports the child in making the transition from imitating reading to actually reading (Jett-Simpson, 1986).

Books with predictable text provide young children with many opportunities for "wholebooksuccess" experiences, an idea coined by Bill Martin, Jr. (1971). He contends that children need a battery of books that they can zoom through with joyous familiarity.

Children can read patterned selections more fluently because they are able to process phrases and sentences as chunks of meaning (Bridge, 1979). Pattern stories help children learn how to trust print because of their underlying structure; they propel children into anticipating the next line, word or episode (Martin and Brogan, 1971). The major value of predictable texts in initial reading instruction, according to Goodman (1976), is that they support the child in making accurate predictions of meaning and in using visual information efficiently, thus allowing children to practice their abilities and to become a proficient player of the psycholinguistic guessing game.

Predictable books with fine literacy qualities and collaborating illustrations assist children in finding meaningful experiences and developing lifelong reading interests (Koeller, 1981). Few children remember stories in basal readers, but they not only remember fine stories such as Carle's The Very Hungry Caterpillar, Brown's A Dark, Dark Tale, and Ginsburg's The Chick and the Duckling, but they read them over and over again. It is these stories that put children onto the road to reading and increase delight in literature (Huck, 1987).

Ohanian (1985) observes that many young children act like readers by parroting phrases from favorite stories and poems. As children role play themselves as successful readers, they are making significant progress toward becoming successful readers. Stories with predictable text allow children to act like readers (Bridge, 1979).

IMPLEMENTATION OF PATTERNED AND PREDICTABLE READING MATERIALS INTO A BEGINNING READING PROGRAM

The instructional development project to support beginning readers' quest in learning to read through patterned and predictable text and related expressive activity is described in this section.

Books with Repetitive Words, Phrases, or Sentences

Many children enter first grade with the expectation of learning to read books immediately. Ruth Krauss' book Is This You?

made that possible on the first day. Her text followed the same questioning pattern as it asked about the child's family, home, school, birthday, breakfast, means of travel, and bath on the left of the pagespread. On the right of the pagespread, directions were given to the children for making pages in their own book. At the end of the first day, these first graders had read a "whole" book and had written stories about themselves. For them the "magic moment of learning to read" had arrived almost immediately (Rhodes, 1981). As Bill Martin (1971) says, "what better way to ensure the reading success of a child than to send him home proudly declaring I can read! I can read! This pervasive belief in himself as a reader is the underlying skill for his acquisition for all other reading" (p. 13).

Bill Martin's book, Brown Bear, Brown Bear, What Do You See?, that follows a repetitive question and answer pattern, reinforced the successful feeling experienced by the children on the first day of school. This repetitive language pattern consisted of a series of questions asked animal characters and of their responses given through the illustrations. Identification of the new character through picture clues enabled the child to read the next question. Vocabulary words from the story were reviewed by organizing the words into categories: In the first list the words were organized by beginning sound categories; in the second list the words were listed by animal words and color words. This same

story pattern--a repetitive question and answer series--was used several times throughout the year as a springboard for writing. Using pattern stories as the structure for their own stories allowed even the child with limited vocabulary and background experience to compose successfully (Bridge, 1979). By substituting the students' names in the question, the children learned each other's name. Later the same question and answer pattern was used with holiday themes to help the children learn the specific vocabulary for a particular holiday.

Another book with repetitive phrases that was used effectively at the beginning of first grade was Ann Jonas' book Where Can It Be? In this story a little child searches all over the house for something (his blanket) that was missing, only to be surprised when he answers the doorbell and finds his friend holding it. This story stimulated a discussion of various kinds of security blankets. With much enthusiasm, the children composed their own "Where Can It Be?" stories by substituting where they looked and their own special security blankets. After sharing their stories with each other, they enjoyed hearing the story Geraldine's Blanket (Holly Keller) in which Geraldine discovers a clever way to salvage her security blanket.

Eric Carle capitalizes on a child's familiarity with imitating animal sounds in his multi-sensory story The Very Busy Spider in which the animals attempt to distract the spider from

spinning her web. After each animal's attempt, the sentences--"The spider didn't answer. She was very busy spinning her web" are given.

The repetitive features in the stories allowed the emerging readers in grade one to read the story with confidence. After repeated readings, the children used flannelboard pieces representing the story's characters to retell the story. The children enjoyed the embossed web Carle so cleverly used throughout his book and had fun using marbles and tempera paint to paint their own unique spider webs.

Books with Familiar Cultural Sequences

Stories with familiar sequences, such as months of the year, days of the week, the sequence of holidays in a year, and numbers, allow children to bring their background of experiences to story sequences. Donald Crews based his story 10 Black Dots on the numerical sequence of 1 to 10. Each number is represented by an illustration depicting the appropriate number of black dots. After repeated readings emphasizing the rhyming word pattern, the children wrote their own "10 Black Dots" stories using black adhesive dots to create their illustrations.

In the story The Very Hungry Caterpillar, by Eric Carle, the story sequence is based on the days of the week and numbers. These predictable elements helped the emerging readers respond to this story with fluency and to retell it on the flannelboard.

Listing the food consumed by the caterpillar on the different days of the week gave the children another encounter with the story. Carle created the caterpillar and butterfly in this story by using layers of various colored paper to achieve texture. To recreate this medium, the children glued layer upon layer of colored tissue paper to form their own butterflies.

The days of the week provided the structure for Bill Martin's Monday, Monday, I Like Monday. The first graders listened to the story many times and enjoyed the rhythm of the language. The story was then read as a choral reading with some children having solo parts. In composing a group story about the months of the year, called "January, January, I Like January," the class used the structure of this story.

The months of the year formed the structure for Maurice Sendak's rhyme Chicken Rice With Soup. In the poem each verse begins with a month of the year and ends with the blowing or sipping of soup. The story rhythm of the poem made it a fun choral reading experience. When the rhyme was learned, the choral reading was presented to the parents along with cups of chicken soup with rice. The cooking project led to the collecting of favorite soup recipes for a class cookbook. Sendak's poem sparked renewed interest in the Rice Center that was a part of the math program. In this center, the children estimated and measured with real rice instead of sipping and blowing rice soup.

Books With Familiar Songs and Rhymes

Familiar songs and rhymes allow beginning first graders to act like readers. Mordicai Gerstein's Roll Over! was one of the most popular books of this type. This counting book with a foldout flap format revealed each of the animals as they fell one by one from the bed. The children enjoyed reading the book and then singing the song and doing the related actions. A class book was created using this format: The main characters in the class book were the students and teacher, which added to the humor of the story. The children delighted in reading their own names and falling out of bed as in the story. Following the presentation of Gerstein's book, the children read 10 Bears in a Bed, by Stan Mack, and charted the comparisons of the two books.

Janina Domanska's beautifully illustrated a Polish folk song in her book, Busy Monday Morning. The song is based on the weekly activities of a farmer and his son as they make hay. The order of the week's days enabled these young children to learn the song readily. The children also enjoyed dramatizing the actions of the song. A discussion of modern haymaking techniques led to the composition of a new song based on these methods.

At Christmas time, the children read Jack Kent's The Twelve Days of Christmas. Several other illustrated versions of this story were read and compared to Kent's version. The class prepared a large graph of the gifts that were given on each of

the days. This graph allowed the children to visually see the effect of adding one gift each day, the plus one concept in math. The children wrote their own stories, choosing what they would like to receive on each of the twelve days. The most enjoyable activity associated with this work was the singing of the song.

The appealing feature of the book, Bears, by Ruth Krauss, is the rhyme scheme found throughout the book. The rhyme scheme is based on the word "bears." The children listed all the rhyming words from the story and brainstormed other words that rhymed with bears. Using words from the list, the children created their own rhyming bear stories. They also enjoyed dramatizing this simple rhyme.

Books With Familiar Concepts

The Bus Ride, by Justin Wagner, contains three predictable characteristics--a strong repetitive pattern, a closely collaborated text and illustrations, and familiar concepts. In the story, the passengers on the bus, the various animals, and the dangerous sting of a bee are all familiar concepts to the young children. All of these elements make this book an appealing predictable text for first grade readers. After multiple readings of the book, the children dramatized the story and created a class book substituting the children's names for the animal names.

All children who have ever played in the snow can relate to Peter's activities in The Snowy Day, by Ezra Jack Keats. The

children's familiarity with a snowy day made this book a favorite with the first graders. They delighted in talking about Peter's snowy day activities and other fun things they do in the snow. The children paired up with a partner and took turns retelling the story. The class made a list of Peter's snowy day activities that led to the composition of their own "Snowy Day" stories. The writing of these stories was so interesting that the students decided to change the title and to write stories entitled "Summer Day." The children pantomimed Peter's many activities. Using the crayon resist technique of painting over crayon drawings, the children created a snowy day picture.

In Keat's story Whistle for Willie, the message of trying something until one succeeds runs through the story. The first grade children related their attempts to learn different tasks such as whistling, riding a bike and roller skating, to Willie who tries and tries and finally succeeds in whistling. The children shared their experiences of practicing a process before they succeeded. Using Keat's collage technique, the children arranged pieces of paper with different designs and textures to create an illustration.

As the seasons changed during the school year, Charlotte Zolotow's book Summer Is was enjoyed. The class created a list of activities for each season. The ideas from the lists were then used to create a class book. At the end of the year the class had

written four books: "Fall Is," "Winter Is," "Spring Is," and "Summer Is." The children compiled all the little books into one and sent it to the author Charlotte Zolotow with a note telling her how much they enjoyed her book.

Books With Repetitive-Cumulative Plots

In a cumulative story, each element is repeated in the order of presentation as a new event is added. The first graders' favorite cumulative tale was The Great Big Enormous Turnip by Alexei Tolstoy, in which the whole family and the dog and cat tried to pull out the turnip. However, it was the added strength of the little mouse that allowed them to succeed. The children made shoebox puppet shows of this cumulative tale. The puppets were constructed by clipping an illustration of each character to a hair clip. As the characters entered the story, they were fastened to the shoebox. The first graders enjoyed using their shoebox puppet stage to retell the story to the kindergartners.

Another well known cumulative tale that the first graders enjoyed was the folktale The Gingerbread Boy, retold by Karen Schmidt. The story was read many times as the children played the part of the Gingerbread Boy chanting his reply. The repeated readings of the story made retelling the story on the flannelboard easy for the children. This story was adapted during the Christmas season by substituting Christmas characters. Several versions of this story were read and compared on a chart. The

most popular activity seemed to be making gingerbread cookies that required following directions and then eating them.

Too Much Noise, by Ann McGovern, was another cumulative tale that was enjoyed by the students. Peter, who had trouble sleeping, was advised by the wise man to get some animals. Each additional animal became a part of the cumulative plot. The repetitive language pattern also contributed to ease in reading this work. The children enhanced the reading of the story by adding sound effects for each animal. After a discussion of Peter's sleeping problem, the children brainstormed a list of other ways Peter could have solved the problem. Some of the children used the ideas from the list to write their own version of Too Much Noise.

Books With Predictable Plots

The story The Little Red Hen, retold by Lucinda McQueen, has a repetitive language pattern that allows children to predict the action in the plot. Once the children recognize the pattern, they know that the animals will answer "Not I" to the Little Red Hen. A big book copy of Lucinda McQueen's book was used with the class giving all the children an opportunity to chant the parts of the Little Red Hen and the animals. A follow-up to several readings of the story was the presentation of a pop-up puppet show with the audience as the participants. A puppet popped up each time to signal the audience to speak. The children then made their own stick puppets and presented the show to their friends in

another first grade classroom. The children read Paul Galdone's version of The Little Red Hen and compared it to McQueen's version. Since the children were reading this story in December, its plot structure was used to write a class story about Mrs. Claus making Christmas cookies without any help from Rudolph, Santa, and the Elves. To accompany this story writing experience, Christmas cookies were made, decorated, and eaten.

Another favorite story with a predictable plot is The Three Bears. The children read and compared Jan Brett's version and Paul Galdone's version of The Three Bears. The children were attracted to the beautiful borders in Jan Brett's illustrations. Paul Galdone's book introduced the children to an illuminated letter at the beginning of the story. It was interesting to see how the children began to include borders and illuminated letters in their own compositions after their introduction to the book design elements. The children enjoyed dramatizing this story and creating puppets for a puppet show. They read this story during the month of October, so they changed the characters and porridge to fit a Halloween setting. The story they created was the "Three Little Skeletons."

To give the children extensive practice in reading interesting materials, the Clifford books were used later in the year. Reading a connected series of books enhances reading development because the books are conceptually related. The children become familiar

with characters, plot structures, style, and vocabulary common to all the books. This predictability makes each successive book easier and more inviting (Richeck & McTague, 1988). From the Clifford stories, the children recognized that it was Clifford's size that always caused the problem and that Clifford usually did something to save himself at the end of the story.

The first graders had many experiences with the Clifford books. A Big Book copy of Clifford's Family was used with the class to draw attention to the idea that illustrations support the text. To facilitate the prediction, yellow sticky notes were used to cover words in the story so the children could have experiences using contextual and pictorial clues. After reading several Clifford stories, the class developed a list of everything they knew about Clifford. Using this information, they created their own Clifford stories giving Clifford a new adventure. The stories were published into large Clifford-shaped books. A class letter was then written to Norman Bridwell telling him about their story titles. These efforts were rewarded with a letter from Norman Bridwell, creating much excitement.

Books With Story Patterns

The repeated story pattern in Ruth Krauss' story The Happy Day makes this book easy reading for the first graders. In this story, all the animals sleep and then sniff and run until they come to a delightful surprise--a flower growing in the snow. The

surprise ending led to a discussion of surprises. The children shared the favorite surprises they had experienced. Group pantomiming of this story was exciting: While one group read the story, another group pantomimed the actions in the story.

Margaret Wise Brown's story A Home for a Bunny, a story about a bunny in search of a home, has a repetitive language pattern presented throughout the text as the bunny meets each animal. Using this story pattern, the children created their own stories about homes for other animals. The children's discussion of animal homes led to a chart being developed listing the names of the animals and their homes; then each of the children picked an animal and made a diorama of its home. Mary Ann Hoberman's book A House Is A House for Me, also with repetition in the text, extended the study of the animal home activity.

Before reading Joan L. Nodset's book Who Took the Farmer's Hat?, the children made a list of the different uses of hats. After they listened to the story, they added more uses to the list. Repeated readings of the story made retelling easy through a flannelboard experience. The story was compared to The Very Hungry Bear, by Joan M. Lexeau, in which a hat plays a major role in the story. After a discussion focused on this book, the children decided to bring a hat from home to wear while writing a hat story. The creation of their own hats followed this story composition experience.

SUMMARY

Patterned and predictable materials were a successful alternative to using pre-primers in this first grade classroom. The convincing results paralleled the findings of the Bridge, Winograd, and Holly (1983) study. Sight vocabulary was learned naturally during repeated readings of predictable texts. The acquisition of sight words was coupled with the expansion of other vocabulary words. One example of this expansion of vocabulary was evident when a child commented upon meeting the word "vine," "Oh, I learned that word in the pumpkin story." Also, the children's writings often reflected an expanded vocabulary with the use of such words as "frustrated," "refused," and "humiliated."

As Goodman (1976) says, these beginning readers became proficient players in the "psycholinguistic guessing game." The predictable material gave them many opportunities to be risk takers. It became common practice for them to skip new words and continue reading, using context clues to figure out the new word. For some "skipping and guessing" was a silent thinking pause; for others it was done aloud and the whole sentence reread. Sometimes a child could be heard coaching another, "just skip it."

The most rewarding effect of experiences with predictable materials was the enthusiastic attitude the children developed toward reading. From the beginning, the children possessed the "I can read" feeling, a prerequisite for the acquisition of all

other reading according to Bill Martin (1971). As the year progressed, the children continually requested to read books to the class. They eagerly shared books they were reading at home. Library visits were exciting. The children delighted in finding books they had heard or read or in finding other books written by an author they knew. A more subtle observation was the kinds of books that were being ordered from the monthly book orders. The children now looked for award winning books or books with which they were acquainted, instead of the stickers charts, posters, and gimmick books.

Collaborating with the above conclusions that were based on teacher observations, the Metropolitan Reading Test was given as a pre-test in the fall and a post-test in the spring to assess the students' growth. The results of this testing definitely supported the conclusions based on teacher observations. All of the children tested recorded significant gains from fall to spring testing. The children were at or above grade level according to the standardized norms.

The children's writing was yet another measure of their reading progress because of their encounters with many types of stories and their elements. After having had many "wholebooksuccess" experiences, the children began to incorporate the story elements into their own stories--setting, character development, story problem and resolution. Often children chose

to retell a favorite story or would borrow the structure of a story upon which to build their own story. Phrases or expressions from the predictable texts frequently were incorporated into the children's texts.

Smith (1983) contends that the advantage of prediction is that it facilitates the kind of confidence that is required for successful and meaningful reading experiences through which all of the critical skills of reading are acquired. The fine reading progress of these first graders, who have come to know reading through predictable materials, definitely adds credibility to Smith's contention.

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- Keats, Ezra Jack. (1964). Whistle for Willie. New York: Penguin Books.
- Kent, Jack. (1973). Twelve days of Christmas. New York: Scholastic.
- Krauss, Ruth. (1948). Bears. New York: Scholastic.
- Krauss, Ruth. (1949). The happy day. New York: Harper & Row.
- Krauss, Ruth. (1955). Is this you? New York: Scholastic.
- Lexau, Joan. (1986). The very hungry bear. Connecticut: Weekly Reader Books.
- Mack, Stan. (1974). 10 bears in a bed. New York: Pantheon Books.

- Martin, Bill, Jr. (1970). Brown bear, brown bear, what do you see? New York: Holt, Rinehart & Winston.
- McGovern, Ann. (1967). Too much noise. New York: Scholastic.
- McQueen, Lucinda. (1985). The little red hen. New York: Scholastic.
- Nodset, Joan L. (1963). Who took the farmer's hat? New York: Harper & Row.
- Sendak, Maurice. (1962). Chicken soup with rice. New York: Harper & Row.
- Schmidt, Karen. (1985). The gingerbread boy. New York: Scholastic.
- Tolstoy, Alexei. (1968). The great big enormous turnip. New York: Watts.
- Wagner, Justin. (1971). The bus ride. Glenview, Illinois: Scott, Foresman & Co.
- Zolotow, C. (1967). Summer is. New York: Thomas Y. Crowell.

APPENDIX

CHILDREN'S BOOKS WITH PATTERNED AND PREDICTABLE TEXT

Books With Story Patterns

- Brown, Margaret Wise. (1942). The runaway bunny. New York: Harper & Row.
- Brown, Margaret Wise. (1952). Where have you been? New York: Scholastic.
- Brown, Marcia. (1957). The three billy goats gruff. New York: Harcourt Brace Jovanovich.
- Carlstrom, Nancy White. (1986). Jesse Bear, what will you wear? New York: Macmillan.
- Duff, Maggie. (1978). Rum pum pum. New York: Macmillan.
- Eastman, P. D. (1960). Are you my mother? New York: Random House.
- Eastman, P. D. (1961). Go, dog, go! New York: Beginner Books.
- Ets, Marie Hall. (1955). Play with me. New York: The Viking Press.
- Flack, Marjorie. (1932). Ask Mr. Bear. New York: Collier.
- Galdone, Paul. (1970). The three little pigs. New York: Scholastic.
- Galdone, Paul. (1973). The three bears. New York: Scholastic.
- Galdone, Paul. (1973). The three little pigs. New York: Scholastic.
- Hoberman, Mary Ann. (1978). A house is a house for me. New York: Scholastic.

- Hutchins, Pat. (1978). Happy birthday, Sam. New York: Greenwillow.
- Krauss, Ruth. (1941). The happy day. New York: Harper & Row.
- Krauss, Ruth. (1945). The carrot seed. New York: Harper & Row.
- Lexau, Joan M. (1986). The very hungry bear. Connecticut: Weekly Reader Books.
- Numeroff, Laura Jeffe. (1985). If you give a mouse a cookie. New York: Scholastic.
- de'Regniers, Beatrice Schenk. (1967). May I bring a friend? New York: Atheneum.
- Zolotow, Charlotte. (1962). Mr. Rabbit and the lovely present. New York: Harper & Row.
- Zolotow, Charlotte. (1965). Someday. New York: Harper & Row.
- Books With Familiar Sequences: Numbers,
Days of the Week, Month, the Alphabet
- Carle, Eric. (1969). The very hungry caterpillar. New York: Philomel.
- Crews, Donald. (1968). Ten black dots. New York: Greenwillow.
- Duke, Kate. (1983). Guinea pig ABC. New York: E. P. Dutton.
- Hoguet, Susan Ramsay. (1983). I unpacked my grandmother's trunk. New York: Dutton. 1981.
- Hutchins, Pat. (1971). Titch. New York: Macmillan.
- Hutchins, Pat. (1982). One hunter. New York: Greenwillow.
- Keats, Ezra Jack. (1971). Over in the meadow. New York: Scholastic.

- Lobel, Arnold. (1981). On market street. Toronto, Ontario: Scholastic.
- Mack, Stan. (1974). Ten bears in my bed. New York: Pantheon Books.
- Martin, Bill, Jr. (1971). Monday, Monday, I like Monday. New York: Holt, Rinehart & Winston.
- Mathews, Louise. (1978). Bunches and bunches of bunnies. New York: Dodd, Mead and Co.
- Sendak, Maurice. (1962). Chicken soup with rice. New York: Harper & Row.
- Shulevitz, Uri. (1967). One Monday morning. New York: Scribner.
- Books With Cumulative Tales
- Aardema, Verna. (1975). Why mosquitoes buzz in people's ears. New York: Scholastic.
- Allen, Pamela. (1983). Bertie and the bear. New York: Coward-MacCannon.
- Cutts, David. (1979). The house that Jack built. New York: Delacorte.
- Galdone, Paul. (1975). The gingerbread boy. New York: Seabury.
- Guilforte, Elizabeth. (1957). Nobody listens to Andrew. New York: Scholastic Press.
- Heidi, Florence Parry, & Van Cliff, Sylvia Worth. (1968). That's what friends are for. New York: Scholastic.
- Hogrogrian, Nonny. (1971). One fine day. New York: Macmillan.

- Hoguet, Susan Ramsay. (1983). I unpacked my grandmother's trunk.
New York: Dutton.
- Kalan, Robert. (1981). Jump, frog, jump! New York: Greenwillow.
- Kent, Jack. (1971). The fat cat. New York: Scholastic.
- Lobel, Anita. (1975). King rooster, queen hen. New York:
Greenwillow.
- Lobel, Arnold. (1984). The rose in my garden. New York:
Scholastic.
- McGovern, Ann. (1967). Too much noise. New York: Scholastic.
- Noble, Trinka Hakes. (1984). The day Jimmy's boa ate the wash.
New York: Dial.
- Tolstoy, Alexei. (1968). The great big enormous turnip. New
York: Watts.
- Wood, Audrey. (1984). The napping house. New York: Harcourt.
- Books With Familiar Songs, Rhyme, and Rhythm
- Aliki. (1974). Hush little baby. Englewood Cliffs, New Jersey:
Prentice Hall.
- Bonne, Rose, & Miller, Alan. (1961). I know an old lady. New
York: Rand McNally.
- Brown, Margaret Wise. (1961). Four fur feet. New York: Wm. R.
Scott, Inc.
- Domanska, Janina. (1985). Busy Monday morning. New York:
Greenwillow.
- Gerstein, Mordicai. (1984). Roll over! New York: Crown.

- Hoguet, Susan Ramsay. (1986). Solomon Grundy. New York: E. P. Dutton.
- Huffman, Hilda. (1968). Green grass grows all around. New York: Macmillan.
- Kent, Jack. (1973). The twelve days of Christmas. New York: Scholastic.
- Krauss, Ruth. (1948). Bears. New York: Scholastic.
- Martin, Bill, Jr. (1970). Fire! fire! said Mrs. McGuire. New York: Holt.
- Spier, Peter. (1961). The fox went out on a chilly night. New York: Doubleday.
- Swan, Susan. (1981). The twelve days of Christmas. New Jersey: Troll.

Books With Repetitive Language Patterns

(Repetitive Words, Phrases, Questions)

- Brown, Margaret Wise. (1952). Where have you been? New York: Scholastic.
- Brown, Ruth. (1981). A dark, dark tale. New York: Dial.
- Brown, Ruth. (1985). The big sneeze. New York: Lathrop, Lee and Shephard.
- Carle, Eric. (1971). Do you want to be my friend? New York: Harper & Row.
- Carle, Eric. (1977). The grouchy ladybug. New York: Thomas Y. Crowell.

- Carle, Eric. (1984). The very busy spider. New York: Greenwillow.
- Chess, Victoria. (1982). Poor Ernie. New York: Holiday House.
- Gag, Wanda. (1956). Millions of cats. New York: Scholastic.
- Ginsburg, Maria. (1972). The chick and the duckling. New York: Macmillan.
- Ginsburg, Maria. (1980). Good morning, chick. New York: Greenwillow.
- Greenberg, Polly. (1968). Oh Lord, I wish I was a buzzard. New York: Macmillan.
- Jonas, Ann. (1986). Where can it be? New York: Greenwillow.
- Joslin, Syle. (1958). What do you say hear. New York: Scholastic.
- Kraus, Robert. (1970). Whose mouse are you? New York: Macmillan.
- Krauss, Ruth. (1955). Is this you? New York: Scholastic.
- Levinson, Riki. (1986). I go with my family to grandma's. New York: Dutton.
- Martin, Bill, Jr. (1983). Brown bear, brown bear, what do you see? New York: Holt, Rinehart & Winston.
- McGovern, Ann. (1967). Too much noise. New York: Houghton-Mifflin.
- Rurve, Mike. (1971). Ten little bears. Glenview, Illinois: Scott Foresman.

- Tafari, Nancy. (1984). Have you seen my duckling? New York: Greenwillow.
- Wagner, Justin. (1971). The bus ride. Glenview, Illinois: Scott, Foresman.
- Wahl, Jan. (1986). Rabbits on roller skates. New York: Crown Publishers.
- Ward, Leila. (1978). I am your eyes 'ni macho. New York: Greenwillow.
- Watanabe, Shigio. (1980). What a good lunch. New York: Philomel.
- Wood, Audrey. (1982). Quick as a cricket. Purton, England: Child's Play (International).

Books With Familiar Concepts

- Keats, Ezra Jack. (1962). The snowy day. New York: Scholastic.
- Keats, Ezra Jack. (1964). Whistle for Willie. New York: Penguin Books.
- Mayer, Marces. (1968). There's a nightmare in my closet. New York: Dial Books.
- Sendak, Mercer. (1963). Where the wild things are. New York: Scholastic.
- Titherington, Jeannie. (1986). Pumpkin, pumpkin. New York: Greenwillow.
- Wagner, Justin. (1971). The bus ride. Glenview, Illinois: Scott, Foresman.
- Zolotow, Charlotte. (1967). Summer is . . . New York: Thomas Y. Crowell.

Books With Predictable Plots

- Barton, Byron. (1973). Buzz, buzz, buzz. New York: Macmillan.
- Bridwell, Norman. (1963). Clifford the big red dog. New York: Scholastic.
- Bridwell, Norman. (1972). Clifford the small red puppy. New York: Scholastic.
- Bridwell, Norman. (1984). Clifford's family. New York: Scholastic.
- Bridwell, Norman. (1988). Clifford's birthday party. New York: Scholastic.
- Brown, Margaret Wise. (1947). Goodnight moon. New York: Harper & Row.
- Burningham, John. (1971). Mr. Grumpy's outing. New York: Holt, Rinehart & Winston.
- Charlip, Remy. (1964). What good luck, what bad luck. New York: Scholastic Press.
- Charlip, Remy. (1970). Fortunately. New York: Parents Magazine Press.
- Galdone, Paul. (1968). Henny Penny. New York: Scholastic.
- Hutchins, Pat. (1968). Rosie's walk. New York: Macmillan.
- Hutchins, Pat. (1982). Good-night owl! New York: Macmillan.
- Hutchins, Pat. (1983). You'll grow into them Titch. New York: Greenwillow.
- Rice, Eve. (1981). Benny bakes a cake. New York: Greenwillow.

Roy, Ron. (1979). Three ducks went wandering. New York:
Seabury Press.

Simon, Norma. (1986). Oh, that cat! Niles, Illinois: Albert
Whitman & Co.

Slobodkina, Esphyr. (1968). Caps for sale. New York: Harper &
Row.

Wells, Rosemary. (1973). Noisy Nora. New York: Dial Press.